MICIP Portfolio Report

Ashley Community Schools

Goals Included

Active

- Improve Attendance and Course Grades of At-Risk St...
- Improve K-12 Mathematics scores

Buildings Included

Open-Active

- Ashley Elementary Schools
- Ashley High School
- Ashley Middle School

Plan Components Included

- Goal Summary
- Data
  - Data Set
  - Data Story
- Analysis
  - Root Cause
  - Challenge Statement
- Strategy
  - Summary
  - Implementation Plan
    - Buildings
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    - Activities
      - Activity Text
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- Monitoring & Adjusting
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  - End Target Measures
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MICIP Portfolio Report

Ashley Community Schools

Improve K-12 Mathematics scores

Status: ACTIVE

Statement: Our goal is to provide K-8 teachers with mathematics instructional strategies and resources needed in the area of number and operations in order to reduce the number of students in the low to low-average category of NWEA by 10% by Spring 2024.

Created Date: 06/29/2021 *Target Completion Date:* 07/01/2025

Data Set Name: K-12 Math Data

Name	Data Source
Grades 3-8 Assessments: Proficiency	MI School Data
Grades 3-8 Assessments: Proficiency (no data supressed)	MI School Data
Student Assessment: SAT Math College Readiness	MI School Data
Student Assessment: Total SAT Score College Readiness	MI School Data
Grades 3-8 Assessments: Proficiency	MI School Data

Data Story Name: K-12 Math Data

Initial Data Analysis: From 2014-2022 Percent proficient in mathematics remained flat or slightly decreased, with the exception of 3rd grade, which showed an increase in 2019. Further analysis of Spring 2021 NWEA data has shown that Ashley students tended to struggle in two particular areas; Numbers and Operation (particularly Grades 2, 4, and 7) and Geometry (particularly in Grades 1, 3, 5, 8)

Initial Initiative Inventory and Analysis: Based on fall NWEA student data, students needing support in the area of math and reading are identified. Teachers work with paraprofessionals and families to identify and provide strategies that would assist in student growth.
NWEA testing- assessing students in reading and math three times a year to determine student growth in those core areas. Instructional staff reviews data in order to identify students needing assistance in core areas. Push in and pull our Title services are available for students needing assistance. Additionally, a district math coach is available to assist staff with mathematical strategies and concepts.

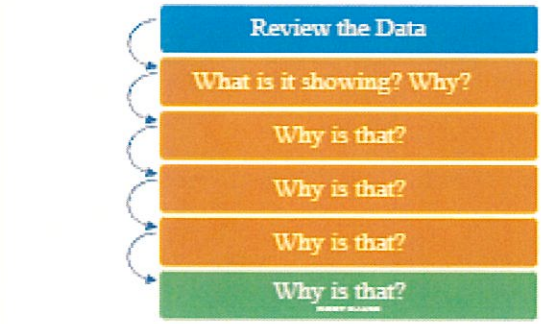
Resource Allocation Review:

Gap Analysis: With the exception of third grade in 2019, all grades have fallen to around 20% proficiency. The goal is to have at least 80% of students proficient in mathematics, representing a significant gap between current reality and our desired state.
The majority of our resources are literacy-focused, especially in the early elementary grades (K-3). We use our Tier 2 support staff to support literacy at the elementary. Our time and resources to support math is limited.

District Data Story Summary: A new mathematics curriculum was recently adopted, which may have contributed to the increase scores in Grade 3 in 2019. A major challege is students are coming to us below grade levels.
A strength of Ashley is the small class size. There is also only 1 classroom per grade level so every student at the grade level receives the same instruction.
A major challenge is that although there is a GIRESD early literacy coach assigned part-time to the district to help with early literacy, there is no similar position to support elementary teachers with mathematics. We are in need of horizonal and vertical alignment in our math curriculum.
Ashley does not have sufficient Title I/31a at-risk funding to fund a mathematics intervention teacher. There are intervention paraprofessionals, however their main focus is early litearacy.

Analysis:

Root Cause



Five Whys

- Why: Teachers do not have a broad repertoire of instructional strategies and do not have, or are not using, the teaching resources available for Number and Operation and Geometry.

Challenge Statement: Teachers need proessional learning strategies and instructional resources in the areas of Number and Operations and Geometry.

Strategies:

(1/6): Math Recovery Professional Learning / Whole Number Topics

Owner: Stephanie Combs

Start Date: 08/24/2021 *Due Date:* 07/01/2025

Summary: "Math Recovery® provides dynamic professional learning which impacts the way educators think about student numeracy learning.

Educators learn to design, implement, and analyze mathematics whole number instruction based on individual student learning. Research based diagnostic assessments, learning progressions, and high quality instructional tools help participants increase student understanding and achievement. Learning progressions include early number, addition and subtraction, place value and multiplication and division. AVMR® Course 2 requires completion of AVMR® Course 1"

Buildings

- Ashley Elementary Schools
- Ashley Middle School

Total Budget: $500.00

- Title II Part A (Federal Funds)
- General Fund (Other)
- Other State Funds (State Funds)

Communication:

Method

- School Board Meeting
- Presentations

Audience

- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
AVMR 1 and AVRM 2 Professional Learning and Implementation	Traci Gavenda	08/24/2021	06/04/2025	ONTARGET
Activity Buildings: • Ashley Elementary Schools				

(2/6): Essential Instructional Practices for Early Mathematics, PreK - Grade 5

Owner: Stephanie Combs

Start Date: 06/30/2021 *Due Date:* 06/04/2025

Summary: The Essential Instructional Practices for Early Mathematics, PreK - Grade 5 will help improve instructional practices: Educators engaging in ongoing professional learning to develop a deep understanding of these values and practices in a collaborative and supportive collegial environment will be able to, over time, fundamentally and positively change their students' learning of mathematics, their relationship with mathematics, and their identity as young mathematicians. The Essential Instructional Practices for Early Mathematics, PreK - Grade 5 will be the tool used in the ongoing professional development over a three-year period.

Buildings

- Ashley Elementary Schools
- Ashley Middle School

Total Budget: $500.00

- Title II Part A (Federal Funds)

Communication:

Method

- School Board Meeting
- Presentations

Audience

- Staff

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Elementary math teacher leader will participate in Essential Instructional Practices for Early Math, PreK-Grade 3 professional learning	Traci Gavenda	08/24/2021	06/04/2025	ONTARGET
Activity Buildings: • Ashley Elementary Schools				

(3/6): Improving Classroom Mathematical Discourse

Owner: Traci Gavenda

Start Date: 06/30/2021 *Due Date:* 06/04/2025

Summary: Effective mathematical discourse increases mathematical reasoning, improves equitable mathematical experiences, and leads to a positive mathematical identity. Teachers will engage in sustained professional learning focused on improving the mathematical discourse present in their classrooms. This learning will take the form of a set of discrete workshop events supported by job-embedded PL such as instructional coaching (choose the Instructional Coaching strategy to accompany this) or Professional Learning Community time dedicated to examining teaching practice. It is recommended that a district use a facilitator (either a district teacher-leader or outside consultant) to structure and implement the workshops.

Buildings: All Active Buildings

Total Budget: $500.00

- Other Federal Funds (Federal Funds)
- Title II Part A (Federal Funds)
- General Fund (Other)
- At Risk (31-A) (State Funds)
- Other State Funds (State Funds)

Communication:

Method
- School Board Meeting
- Presentations

Audience
- Staff
- School Board

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Participate in Regional High School Mathematics Network focusing on engaging classroom discourse in mathematics	Kathy Peasley	08/24/2021	06/04/2025	ONTARGET
Activity Buildings: • Ashley High School				
Tutoring	Traci Gavenda	06/30/2021	06/04/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Summer School	Traci Gavenda	06/30/2021	06/04/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

Activity	Owner	Start Date	Due Date	Status
Project Based Learning for Career Exploration and Planning	Traci Gavenda	06/30/2021	06/04/2025	ONTARGET
Activity Buildings: • Ashley High School • Ashley Middle School				

(4/6): Math Recovery Professional Learning / Fractions

Owner: Traci Gavenda

Start Date: 08/24/2021 *Due Date:* 06/04/2025

Summary: Add+VantageMR® Fractions empowers educators to use diagnostic assessments and learning trajectories to guide the teaching of fraction topics. During this blended learning and practice-based professional development, participants work with students using the tools from the course to better understand students' current knowledge and how to help them advance.

Buildings: All Active Buildings

Total Budget: $500.00

- Title II Part A (Federal Funds)
- Other State Funds (State Funds)

Communication:

Method

- School Board Meeting
- Presentations
- Parent Newsletter
- Social Media

Audience

- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Math Recovery Fractions Professional Learning and Implementation	Kathy Peasley	08/24/2021	06/04/2025	ONTARGET
Activity Buildings: • Ashley Middle School				

(5/6): 23g Tutoring

Owner: Traci Gavenda

Start Date: 11/01/2023 *Due Date:* 07/01/2025

Summary: Tutoring, defined as supplemental one-on-one or small group instruction, can be a powerful tool for accelerated learning. Tutoring is an effective intervention because tutoring:
• customizes learning to target a student's immediate learning needs.
• provides additional instructional time by aligning the tutoring activities to current classroom activities.
• offers more engagement, rapid feedback, and less distractions in one-on-one and small group environments.
• creates meaningful mentor relationships.

Buildings: All Active Buildings

Total Budget: $10,000.00

- Title I Part A (Federal Funds)
- General Fund (Other)
- At Risk (31-A) (State Funds)
- Other State Funds (State Funds)

Communication:

Method

- School Board Meeting
- District Website Update
- Parent Newsletter
- Social Media

Audience

- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Tutoring	Traci Gavenda	11/01/2023	07/01/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Tutoring Supplies	Traci Gavenda	11/01/2023	07/01/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Tutoring Program Manager-Traci Gavenda	Traci Gavenda	11/01/2023	07/01/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(6/6): 23g Expanded Learning Time

Owner: Traci Gavenda

Start Date: 11/01/2023 *Due Date:* 07/01/2025

Summary: EdTrust defines expanded learning time (ELT) as programs or strategies implemented to increase the amount of instruction and learning students experience. ELT strategies include afterschool, summer, and in-school programs. The evidence suggests that extended learning time programs, including extended school day (ESD), extended school year (ESY), and expanded learning opportunities (ELO) programs that provide academic services during out-of-school time hours, can be effective in improving a range of educational outcomes for students. Findings also suggest that extended learning time programs may be more advantageous for low-income, low-performing, ethnic minority or otherwise disadvantaged students.

Buildings: All Active Buildings

Total Budget: $10,000.00

- General Fund (Other)
- At Risk (31-A) (State Funds)
- Other State Funds (State Funds)

Communication:

Method

- School Board Meeting
- District Website Update
- Parent Newsletter
- Social Media

Audience

- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Summer School Staffing	Traci Gavenda	11/01/2023	07/01/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Summer School Transportation	Traci Gavenda	11/01/2023	07/01/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Summer School Supplies	Traci Gavenda	11/01/2023	07/01/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Summer School Program Manager -Traci Gavenda	Traci Gavenda	11/01/2023	07/01/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
Activity Buildings: All Buildings in Implementation Plan				
Two parapros for k-12 summer school programming. 4.5hours/ day; $25/hour. 4 days/ week; 4week program to support students in small group and individual instruction in core academic areas (ie. Math, ELA, Science, Social Studies) as indicated and identified by academic assessments and monitoring for students.	Traci Gavenda	11/01/2023	07/01/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Four HQ teachers for k-12 summer school programming. 5hours/ day; $50/hour. 4 days/ week; 4week program to support students in small groups and Individual instruction in core academic areas (ie Math, ELA, Science, Social Studies) as indicated and identified by academic assessments and monitoring for students.	Traci Gavenda	11/01/2023	07/01/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Two contracted parapros for k-12 summer school programming to support students in small group and individual instruction in core academic areas (ie. Math, Science, ELA, Social studies) as indicated and identified by	Traci Gavenda	11/01/2023	07/01/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
academic assessments and monitoring for students. 4.5hours/day; $25/hour. 4 days/week; 4week program. Includes staffing fee				
Activity Buildings: All Buildings in Implementation Plan				

Monitoring and Adjusting:

Evaluate Goal: Interim Target Measures

Measure	Owner	Due Date	Status
Increase by 1% for Grades 3-8 Assessments: Proficiency		06/30/2025	ONTARGET

Impact Notes

Date	Note	Author
06/28/2022	We are in the process of identifying the tar geted population for our goal.	Stephanie Combs

Adjust Notes:

No Data Available

Activity Status:

Math Recovery Professional Learning / Whole Number Topics Activities

Activity	Owner	Start Date	Due Date	Status
AVMR 1 and AVRM 2 Professional Learning and Implementation	Traci Gavenda	08/24/2021	06/04/2025	ONTARGET

Essential Instructional Practices for Early Mathematics, PreK - Grade 5 Activities

Activity	Owner	Start Date	Due Date	Status
Elementary math teacher leader will participate in Essential Instructional Practices for Early Math, PreK-Grade 3 professional learning	Traci Gavenda	08/24/2021	06/04/2025	ONTARGET

Improving Classroom Mathematical Discourse Activities

Activity	Owner	Start Date	Due Date	Status
Participate in Regional High School Mathematics Network focusing on engaging classroom discourse in mathematics	Kathy Peasley	08/24/2021	06/04/2025	ONTARGET
Tutoring	Traci Gavenda	06/30/2021	06/04/2025	ONTARGET
Summer School	Traci Gavenda	06/30/2021	06/04/2025	ONTARGET
Project Based Learning for Career Exploration and Planning	Traci Gavenda	06/30/2021	06/04/2025	ONTARGET

Math Recovery Professional Learning / Fractions Activities

Activity	Owner	Start Date	Due Date	Status
Math Recovery Fractions Professional Learning and Implementation	Kathy Peasley	08/24/2021	06/04/2025	ONTARGET

23g Tutoring Activities

Activity	Owner	Start Date	Due Date	Status
Tutoring	Traci Gavenda	11/01/2023	07/01/2025	ONTARGET
Tutoring Supplies	Traci Gavenda	11/01/2023	07/01/2025	ONTARGET
Tutoring Program Manager-Traci Gavenda	Traci Gavenda	11/01/2023	07/01/2025	ONTARGET

23g Expanded Learning Time Activities

Activity	Owner	Start Date	Due Date	Status
Summer School Staffing	Traci Gavenda	11/01/2023	07/01/2025	ONTARGET
Summer School	Traci	11/01/2023	07/01/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
Transportation	Gavenda			
Summer School Supplies	Traci Gavenda	11/01/2023	07/01/2025	ONTARGET
Summer School Program Manager -Traci Gavenda	Traci Gavenda	11/01/2023	07/01/2025	ONTARGET
Two parapros for k-12 summer school programming. 4.5hours/ day; $25/hour. 4 days/ week; 4week program to support students in small group and individual instruction in core academic areas (ie. Math, ELA, Science, Social Studies) as indicated and identified by academic assessments and monitoring for students.	Traci Gavenda	11/01/2023	07/01/2025	ONTARGET
Four HQ teachers for k-12 summer school programming. 5hours/ day; $50/hour. 4 days/ week; 4week program to support students in small groups and Individual instruction in core academic areas (ie Math, ELA, Science, Social Studies) as indicated and identified by academic assessments and monitoring for students.	Traci Gavenda	11/01/2023	07/01/2025	ONTARGET
Two contracted parapros for k-12 summer school programming to support students in small group and individual instruction in core academic areas	Traci Gavenda	11/01/2023	07/01/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
(ie. Math, Science, ELA, Social studies) as indicated and identified by academic assessments and monitoring for students. 4.5hours/day; $25/hour. 4 days/week; 4week program. Includes staffing fee				

Monitoring Notes

Monitoring Notes: 23g Expanded Learning Time

Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?:

No Data Available

Scale / Reach - What progress are we making on reaching the intended populations? What is the evidence?:

No Data Available

Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?:

No Data Available

Monitoring Notes: 23g Tutoring

Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?:

No Data Available

Scale / Reach - What progress are we making on reaching the intended populations? What is the evidence?:

No Data Available

Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?:

No Data Available

Monitoring Notes: Essential Instructional Practices for Early Mathematics, PreK - Grade 5

Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?

Date	Note	Author
06/28/2022	Elementary math teacher participated in AVMR 1 and AVMR 2 training during the 2021-2022 school year.	Stephanie Combs

Scale / Reach - What progress are we making on reaching the intended populations? What is the evidence?

Date	Note	Author
06/28/2022	Reviewing data to highlight students that are in need of intervention.	Stephanie Combs

Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?

Date	Note	Author
06/28/2022	In the process of identifying sufficient resources.	Stephanie Combs

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Monitoring Notes: Improving Classroom Mathematical Discourse

Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?

Date	Note	Author
06/28/2022	High school math teacher will be attending an Algebra I and II conference representing the GIRESD.	Stephanie Combs

Scale / Reach - What progress are we making on reaching the intended populations? What is the evidence?

Date	Note	Author
06/28/2022	Continuing to add in strategies to reach the intended poulation.	Stephanie Combs

Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?

Date	Note	Author
06/28/2022	Once the intended population is identified we can begin to research and implement sufficient resources.	Stephanie Combs

Monitoring Notes: Math Recovery Professional Learning / Fractions

Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?

Date	Note	Author
06/28/2022	In the process of implementing this strategy.	Stephanie Combs

Scale / Reach - What progress are we making on reaching the intended populations? What is the evidence?:

No Data Available

Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?:

No Data Available

Monitoring Notes: Math Recovery Professional Learning / Whole Number Topics

Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?

Date	Note	Author
06/28/2022	A staff member attended and successfully completed the AVMR 1 and AVMR 2 trainings by the end of the 2021-2022 school year. Moving forward, the strategies learned will be implemented in helping create groups of students for math recovery intervention.	Stephanie Combs

Scale / Reach - What progress are we making on reaching the intended populations? What is the evidence?

Date	Note	Author
06/28/2022	Looking at data to identify students that need intervention in the area of math.	Stephanie Combs

Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?

Date	Note	Author
06/28/2022	In the process of working on identifying sufficient resources.	Stephanie Combs

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Evaluation Status:

Evaluate Goal: End Target Measures

Measure	Due Date	Status
Decrease by 10% for Grades 3-8 Assessments: Proficiency	07/01/2025	ONTARGET
Increase by 1% for Grades 3-8 Assessments: Proficiency	07/01/2025	ONTARGET

Evaluate Goal: Impact Questions and Responses

Fidelity - How well did we engage in our plan as intended?

No Data Available

Scale/Reach - How well did we reach the intended target population?

No Data Available

Capacity - How well did we support progress towards our goal?

No Data Available

Impact - How did student outcomes improve?

No Data Available

Improve Attendance and Course Grades of At-Risk St...

Status: ACTIVE

Statement: Our Goal is to reduce the number of students that are "at risk" due to attendance by 10% by the end of the 2023-24 school year.

Created Date: 06/30/2021 *Target Completion Date:* 07/01/2025

Data Set Name: At Risk Students

Name	Data Source
Dashboard & Accountability Scorecard: At Risk Student	MI School Data
Dashboard & Accountability Scorecard: At Risk Student	MI School Data
At Risk	MiSchoolData
Student Counts: Elementary Attendance	MI School Data
Student Counts: Middle SchoolAttendance	MI School Data
Student Counts: High School Attendance	MI School Data

Data Story Name: At Risk

Initial Data Analysis: Our data shows that we have 207 students K-12 who are considered at risk for not graduating due to poor attendance and/or grade issues. This is approximately 82% of the student population. Additionally only 20% of 11th graders are "College and Career Ready" on the SAT assessment.

Initial Initiative Inventory and Analysis: Based on fall NWEA, local and state student data , students needing support in the area of math and reading are identified. Teachers work with paraprofessionals and families to identify and provide strategies that would assist in student growth.

Resource Allocation Review:

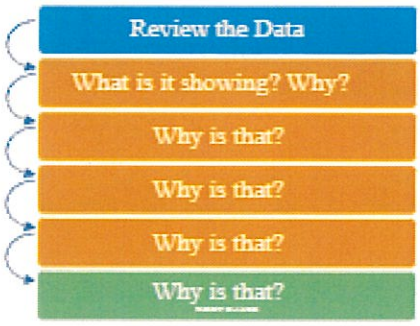
Gap Analysis: The state assessment data is one factor used by Ashley Community Schools to identify the specific gaps in core academic areas in the education of a student. Staff compare this assessment data to other data such as NWEA, Acadience and local benchmark assessments to identify patterns and trends to indicate areas of weakness. As a small rural school the gaps are largely impacted by the student composition and student turnover.

District Data Story Summary: As a small rural low socioeconomic district, are class sizes are small. The average class size is 16 students in a class. This allows students to receive the individualized attention needed to support the needs of the whole child. Variations in district assessment data from year to year can be influenced by a variety of factors such as

student turnover and curriculum changes. Student composition is another factor, as different groups of students may have varying levels of academic readiness and prior educational experiences.

Analysis:

Root Cause



Five Whys

- Why: Many of our students have a significant number of absences, resulting in low achievement, failing classes, etc. In many cases this is becaus the student needs to feel a greater connection to, and purposefulness in, attending school.

Challenge Statement: The district needs to allocate resources for a K-12 student support team focused intentionally on PBIS in order to improve attendance and course performance.

Strategies:

(1/3): Student Support Network

Owner: Traci Gavenda

Start Date: 07/01/2021 *Due Date:* 07/01/2025

Summary: This system is concerned with implementing and supporting a vision of high-quality student support to effectively nurture and support all students who come to school with non-academic needs that create obstacles for high achievement.

Buildings: All Active Buildings

Total Budget: $100.00

- Other Federal Funds (Federal Funds)
- General Fund (Other)
- At Risk (31-A) (State Funds)
- Other State Funds (State Funds)

Communication:

Method

- School Board Meeting
- Presentations
- Parent Newsletter
- Social Media

Audience

- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Form Student Support team (Teacher, Counselor, Administrator, Parent)	Traci Gavenda	07/01/2021	07/01/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Tutoring	Traci Gavenda	07/01/2021	07/01/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Summer School	Traci Gavenda	07/01/2021	07/01/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Project Based Learning for Career Exploration and Planning	Traci Gavenda	07/01/2021	07/01/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

Activity	Owner	Start Date	Due Date	Status
Four HQ teachers for k-12 summer school programming. 5hours/ day; $50/hour. 4 days/ week; 4week program.	Traci Gavenda	06/01/2024	07/01/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Two parapros for k-12 summer school programming. 4.5hours/ day; $25/hour. 4 days/ week; 4week program.	Traci Gavenda	06/01/2024	07/01/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Two contracted parapros for k-12 summer school programming. 4.5hours/ day; $25/hour. 4 days/ week; 4week program. Includes staffing fee.	Traci Gavenda	06/01/2024	07/01/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Summer School- Consumable classroom supplies. (Examples: pencils, pens, markers, paper, etc.)	Traci Gavenda	06/01/2024	07/01/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Program expert and data collection	Traci Gavenda	06/01/2024	07/01/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(2/3): Positive Behavioral Intervention and Support (PBIS)

Owner: Traci Gavenda

Start Date: 07/01/2021 *Due Date:* 07/01/2025

Summary: PBIS is a three-tiered framework for improving and integrating systems, data and practices to improve student outcomes, to reduce exclusionary disciplinary practices and to support teacher outcomes. Implementation addresses systems, data and practices to increase student academic, social and emotional outcomes. Student support is provided according to three tiers based on student needs. It's a schoolwide approach that addresses the needs of all students with disabilities

Buildings: All Active Buildings

Total Budget: $1,500.00

- Other Federal Funds (Federal Funds)
- Title II Part A (Federal Funds)
- General Fund (Other)
- At Risk (31-A) (State Funds)
- Other State Funds (State Funds)

Communication:

Method

- School Board Meeting
- Presentations
- Parent Newsletter
- Social Media

Audience

- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
PBIS Professional Development and Implementation	Traci Gavenda	07/01/2021	07/01/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(3/3): 23g Career Pathways

Owner: Traci Gavenda

Start Date: 11/01/2023 *Due Date:* 07/01/2025

Summary: Career pathways to enable students to further their education, secure a job, and advance in employment. Career pathways blur the lines between high school, college, and career. Research shows that career related curricula or pathways demonstrated positive effects on preventing students from dropping out. Efforts might include career academies, dual enrollment, work-based learning, and career advising and navigation.

Buildings

- Ashley High School
- Ashley Middle School

Total Budget: $10,000.00

- General Fund (Other)
- At Risk (31-A) (State Funds)
- Other State Funds (State Funds)

Communication:

Method

- School Board Meeting
- Presentations
- District Website Update
- Parent Newsletter
- Social Media

Audience

- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Project Based Career Exploration	Traci Gavenda	11/01/2023	07/01/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Project Based Career Exploration Program Manager-Traci Gavenda	Traci Gavenda	11/01/2023	07/01/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

Monitoring and Adjusting:

Evaluate Goal: Interim Target Measures

Measure	Owner	Due Date	Status
Increase by 1% for At Risk		06/30/2025	ONTARGET

Impact Notes

Date	Note	Author
06/28/2022	Administration has been researching various PIBS strategies. Staff is working on being t rained on restorative practice and restorati ve circles. Administration was trained in Ma y 2022. A team has been developed and are sc heduled to be trained in August 2022. The district will be working with Jim Harris to identify areas of support for staff, student s and parents in the future. Administration will be meeting with Jim Harris in June 2022 to develop a plan of action. Ashley Eleme ntary School (K-4) implemented SST meetings throughout the year to address the various i ssues a student may be facing. For example, behavior, attendance, grades, comprehending and applying the course concepts. Ashley M iddle School and High school focused on maki ng connections with students and families. T he staff were focusing on increasing student and family engagement. The district set a goal that each staff member would make a min imum of 75 contacts to parents and students. Staff would use a variety of modes to commu nicate; including but not limited to sending emails, cards and make phone calls. Staff would document communications made into a c ommunication log to monitor their progress o n the goal.	Traci Gavenda

Adjust Notes:

No Data Available

Activity Status:

Student Support Network Activities

Activity	Owner	Start Date	Due Date	Status
Form Student Support team (Teacher, Counselor, Administrator, Parent)	Traci Gavenda	07/01/2021	07/01/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
Tutoring	Traci Gavenda	07/01/2021	07/01/2025	ONTARGET
Summer School	Traci Gavenda	07/01/2021	07/01/2025	ONTARGET
Project Based Learning for Career Exploration and Planning	Traci Gavenda	07/01/2021	07/01/2025	ONTARGET
Four HQ teachers for k-12 summer school programming. 5hours/ day; $50/hour. 4 days/ week; 4week program.	Traci Gavenda	06/01/2024	07/01/2025	ONTARGET
Two parapros for k-12 summer school programming. 4.5hours/ day; $25/hour. 4 days/ week; 4week program.	Traci Gavenda	06/01/2024	07/01/2025	ONTARGET
Two contracted parapros for k-12 summer school programming. 4.5hours/ day; $25/hour. 4 days/ week; 4week program. Includes staffing fee.	Traci Gavenda	06/01/2024	07/01/2025	ONTARGET
Summer School- Consumable classroom supplies. (Examples: pencils, pens, markers, paper, etc.)	Traci Gavenda	06/01/2024	07/01/2025	ONTARGET
Program expert and data collection	Traci Gavenda	06/01/2024	07/01/2025	ONTARGET

Positive Behavioral Intervention and Support (PBIS) Activities

Activity	Owner	Start Date	Due Date	Status
PBIS Professional Development and Implementation	Traci Gavenda	07/01/2021	07/01/2025	ONTARGET

23g Career Pathways Activities

Activity	Owner	Start Date	Due Date	Status
Project Based Career Exploration	Traci Gavenda	11/01/2023	07/01/2025	ONTARGET
Project Based Career Exploration Program Manager-Traci Gavenda	Traci Gavenda	11/01/2023	07/01/2025	ONTARGET

Monitoring Notes

Monitoring Notes: 23g Career Pathways

Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?:

No Data Available

Scale / Reach - What progress are we making on reaching the intended populations? What is the evidence?:

No Data Available

Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?:

No Data Available

Monitoring Notes: Positive Behavioral Intervention and Support (PBIS)

Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?

Date	Note	Author
06/28/2022	Administration has been researching various PIBS strategies. Staff is working on being trained on restorative practice and restorative circles. The district will be working with Jim Harris to identify areas of support for staff, students and parents in the future.	Traci Gavenda

Scale / Reach - What progress are we making on reaching the intended populations? What is the evidence?

Date	Note	Author
06/28/2022	Administration has been researching various PIBS strategies. Staff is working on being trained on restorative practice and restorative circles. Administration was trained in May 2022. A team has been developed and are scheduled to be trained in August 2022. The district will be working with Jim Harris to identify areas of support for staff, students and parents in the future. Administration will be meeting with Jim Harris in June 2022 to develop a plan of action.	Traci Gavenda

Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?:

No Data Available

Monitoring Notes: Student Support Network

Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?

Date	Note	Author
06/28/2022	Ashley Elementary School (K-4) implemented SST meetings throughout the year to address the various issues a student may be facing. For example, behavior, attendance, grades, comprehending and applying the course concepts. Ashley Middle School and High school focused on making connections with students and families. The staff were focusing on increasing student and family engagement.	Traci Gavenda

Scale / Reach - What progress are we making on reaching the intended populations? What is the evidence?

Date	Note	Author
06/28/2022	The district set a goal that each staff member would make a minimum of 75 contacts to parents and students. Staff would use a variety of modes to communicate; including but not limited to sending emails, cards and make phone calls.	Traci Gavenda

Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?

Date	Note	Author
06/28/2022	The district set a goal that each staff member would make a minimum of 75 contacts to parents and students. Staff would use a variety of modes to communicate; including but not limited to sending emails, cards and make phone calls. Staff would document communications made into a communication log to monitor their progress on the goal.	Traci Gavenda

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Evaluation Status:

Evaluate Goal: End Target Measures

Measure	Due Date	Status
Decrease by 10% for Dashboard & Accountability Scorecard: At Risk Student	07/01/2025	ONTARGET
Decrease by 10% for Dashboard & Accountability Scorecard: At Risk Student	07/01/2025	ONTARGET

Evaluate Goal: Impact Questions and Responses

Fidelity - How well did we engage in our plan as intended?

No Data Available

Scale/Reach - How well did we reach the intended target population?

No Data Available

Capacity - How well did we support progress towards our goal?

No Data Available

Impact - How did student outcomes improve?

No Data Available